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ABSTRACT

The document offers suggestions for teaching a unit on self awareness through the use of silent communications for gifted and talented students. The unit focuses on movement and drama and begins with warm-ups followed by five lessons that cover awareness activities for self evaluation, using drama to analyze one's own limitations, developing group awareness through such exercises as the mirror task, using art and music as a stimulus to self awareness, and putting all the components together to develop a scene from a dramatic situation. A brief bibliography and a list of eight records are appended. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (CL)

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IN JEST

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OVERVIEW

The following unit is a composite of suggestions, plans, music and bibliography for a unit in self-awareness through the use of silent communications for the gifted and talented student. The premises for this unit is that movement and drama play an integral part in education as a subject of study, a skill development and as a tool for the motivation and extension in learning.

The classroom strategies are organized into activities or lessons. Every activity includes objectives, procedures, and materials needed for the lesson with a further bibliography, as well as an evaluation form, at the conclusion of the unit.

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"IN JEST"

A Unit in Self-Awareness

Objectives

1. Students will be able to analyze the importance of movement in communications.
2. Students will be able to explore their own awareness by being risk-takers.
3. Students will be able to analyze and develop positive communication skills.
4. Students will evaluate their own awareness at the end of the session.

GENERAL WARM-UPS

These warm-ups should be used at the beginning of each session.

I. Shake out parts of the body

II. Start with head

- A. Chin to chest-count 8 times
- B. Chin to side and center 8 counts
- C. Repeat to other side 8 counts
- D. Head to back 8 counts
- E. Roll head around front, side, back, side, front 8 counts. Repeat the other way

III. Shoulders

- A. Roll shoulders back one at a time to 8 counts
- B. Do both shoulders
- C. Same thing rolling shoulders forward
- D. Repeat using arms

IV. Upper torso

Try to isolate the rib cage

- A. Push to the front
- B. Push to the back
- C. Push to side and then to other side
- D. Rotate

V. Hips (same procedure as for ribs)

VI. Bounce in knees 8 counts

VII. Extend foot

- A. Flex toe
- B. Relax-extend 8 counts
- C. Repeat for other foot

VIII. Small walk in place

Use toe, heel, toe, heel pattern; end with running in place

Warm-ups - Sitting

I. Sit straight back, legs in front, bottoms of feet touching.

II. Push forward flat back-back to sitting 8 counts.

III. Contract stomach and bounce over feet 8 counts, extend back, push through to center.

IV. Extend legs to sides-straight arm reach for toe 8 counts-return to center-repeat other side.

V. Repeat procedure with arm extended and back in a curve.

VI. Leg stretch; sit one leg curved back, other curved front, extend each, alternate and then switch position.

Locomotion

I. Feet and toe warm-ups

A. Stand tall
B. Bend knees and bounce
C. Up on toes and down
D. Extend toe out in front and tap floor-extend to back-tap both sides

II. Swings

A. Full torso
B. Bend knees and bounce
C. Swing and extend
D. Swing and bend
E. Swing and twist
F. Swing and turn
G. Elevate
H. Fall

Any music can be used with the above warm-ups just as long as it is in a 4/4 tempo.

ACTIVITIES

The following lessons are designed for approximately one and one half hours each. Time for the exercises is about 20 minutes plus an evaluation time of 20 minutes should be allowed for during each period.

First Session

Objective: Students will participate in various awareness activities for self-evaluation.

Activities:

1. Place an object approximately fifteen feet away from a row of students-strategy is to judge the distance and walk to object-eyes closed. Each student should have three turns.

2. Students stand in a closed circle, one person in center-eyes closed. The person in the center will fall against people in the circle. Their job is to keep that person standing and rotate them around in the circle.

3. Large cluster of students at one end of the room-a student is picked to walk into the group. The groups job is to make student feel comfortable coming into the group by absorbing him.. This is done with eyes closed by the person going into the group. The group will constantly change position to allow for the student's mis-judgement in direction. After confidence is built the students can vary this by skipping, running, and finally running and jumping into the group.

Second Session

Objective: Using drama as an approach to self-awareness, students will further analyze their own limitations.

Activities:

1. Concentration exercises:
   - A. Listen to one's innerself
   - B. Listen to immediate environment
   - C. Listen to sounds outside room
   - D. Look at the back of your hand
   - E. Find a similar pattern in room
   - F. Touch materials on self or in environment and compare them to clothing
   - G. Discussion of above activities and comparisons made
2. Move an immoveable object:

Almost everyone has, at one time or another, played with a ball. Since throwing and playing with a ball is a way of moving, it is safe to take the student to the stage of moving with complete and full control-by throwing and playing with a ball in slow motion. Play simply with a ball...running about with it... bouncing it...and then suddenly doing it in slow motion...then fast again...then slow again...and then making a more difficult ball to cope with-a goobly ball...that bounces off in all directions instead of straight and coming back.

After that has been done work in pairs...experience with a larger ball...a kind of beach ball...and throwing backwards and forwards...lighter, etc.

A tamborine or drum can be used for a signal to start and stop each activity.

Third Session

Objective: Students will move away from individual awareness to group awareness.

Activities:

1. Circle interaction using a signal and meeting in middle doing a mirroring technique. Students will be in a circle and on a given signal set upon by the group such as two claps on the leg, etc. the students will make eye contact with another member of the circle and keep that focus, give the signal and meet in the center. The first one to get into the center will create a shape and the other person will respond by duplicating that shape. Students must watch that not too many are in the center at one time. After shape has been made, still keeping eye contact, the students will back into their place in the circle and repeat the procedure.

2. Groups of students will make up their own episode using a basic theme similar to Second Session with the ball sequence.

Stimuli

A. Initial

B. Ideas (self)

C. Ideas (borrowed)

Individual: Hideous Monsters

A. Curl up

B. Become adult

C. Move about

D. Event such as attack or capture food

E. Habitation and sleep

Groups: Using the above theme put together a story using monsters or dinosaurs and put all of the above components together. Ask the group to move all about but still keep the family of animals or monsters together.

3. Ask group to move consciously, stretch in all directions to all points of the compass, high, low, use body fully as one feels all space around. Then on signal stop-freeze-what could one be doing inthat body position (driving a car, brushing teeth, swimming, playing golf or tennis, etc.). Take that shape and walk it around the room.

Fourth Session

Objective: Using the theme from the previous lesson students will break into groups and work on their own interpretations using art and music as a stimulus.

Activities:

1. Using different musical selections, have students listen. Then have them respond with the way the music feels. If a musician is available, have him come to class and play different selections and students respond either verbally or through body movement depending on the group.

2. Recall dinosaur theme from previous lesson, outline the story and create a musical background, special sound effects, and art work needed for the production.

3. Re-do the theme putting all components together.

4. A discussion should follow for any changes needed. The group may wish to write it up. Slides are a nice medium to explore for a background.

Fifth Session

Objective: Putting all the components together, students will develop a scene from a dramatic situation.

Activities:

1. Using the Scott Joplin record listed in the bibliography, have students interpret feelings such as questions, panic, excitement, sorrow, etc. First listen to the music and then while walking around at the signal (drum beat) students pause and give their interpretation.

2. Give a scene to create such as going to a bus station. You are leaving on a trip-you go to the bus station and the ticket office is closed. What would you do? Act this out and then discuss. There should be no dialogue and did the students follow the directions for the scene or go way beyond?

3. In groups of four, students are asked to be the silliest people they can think of. Example: They are involved in a bank robbery and they are trying to escape. Create a still life photograph showing the scene. Bring it to life. Directions are to rob a bank and get away.

4. Use Scott Joplin's record "The Entertainer". First do it regular speed, then change to 33 rpm and then to 16 rpm.

5. Discuss and decide if there was a beginning, middle, and end to their scene.

6. Break into small groups and plan your own stories to present the next session. This will be your final session and then do the evaluation at the end of the unit and any further discussion needed.

EVALUATION FORM

Please evaluate the movement and drama sessions using a scale of 1-5. One being the lowest. Five being the highest.

1. I was able to do most of the warm-up activities.

   1 2 3 4 5

2. I liked doing the warm-ups.

   1 2 3 4 5

3. I enjoyed doing the group activities.

   1 2 3 4 5

4. I felt good about working with others.

   1 2 3 4 5

5. I felt best working by myself.

   1 2 3 4 5

6. I felt I learned something about myself.

   1 2 3 4 5

7. List your favorite activities.

   _____

   _____

   _____

8. List an idea for another activity.

   _____

   _____

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   Educational Arts Association
   Reston International Center, Suite 227
   11800 Sunrise Valley Drive
   Reston, Virginia 22091

2. First Steps in Teaching Creative Dance, Mary Joyce

3. Teaching the Three R's Through Movement Experiences, Anne Green Gilbert

4. A Basic Guide to Movement Education, Carole Hickins and Jack Whitchelo

   Waterloo Schools
   Administration Building

RECORDS

1. The Essential Perrey & Kingsley

   The Vanguard Recording Society, Inc.
   71 West 23rd Street
   New York, New York 10010

2. Movin' AR546

   Educational Activities, Inc.
   Freeport, New York 11520

3. Big Hits of the 70's

   The Total Sound, Inc.
   1133 Avenue of the Americas
   New York, New York 10036

4. Music for Movement Exploration LP 5090

   Educational Activities and Kimbo Educational Records
   Box 477
   Long Branch, New Jersey

5. Music for Modern Dance LP 8050

   Kimbo Educational Records
   Box 477
   Long Branch, New Jersey

6. Creative Movement and Rhythmic Expression by Hap Palmer AR533

   Educational Activities, Inc.
   Box 392
   Freeport, New York 11520

7. Afro-American Jazz Rhythms LP 8040

   Kimbo Educational Records
   Box 477
   Long Branch, New Jersey

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   Box 477
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